R E P O R T R E S U M E S

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THE EFFECTIVENESS OF THE DOCUMENTARY SOUND-FILM AS A SUPPLEMENT IN SECONDARY SCHOOL TEACHER EDUCATION--A FOLLOWUP OF FIRST YEAR TEACHER PERFORMANCE.

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REPORT NUMBER NDEA-VIIA-868 PUB DATE 1 SEP 63
GRANT OEG-7-48-0720-177
EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- EDUCATIONAL METHODS, *EDUCATIONAL RESEARCH, *INSTRUCTIONAL FILMS, *METHODS RESEARCH, *SECONDARY SCHOOLS, SOUND FILMS, *TEACHER EDUCATION, *TEACHER EVALUATION, TEACHING TECHNIQUES, STUDENT TEACHERS, ENGLISH, SOCIAL STUDIES, MATHEMATICS, SCIENCES, PROGRAM EVALUATION, FILMS, UNIVERSITY PARK, PENNSYLVANIA, TEACHING TECHNIQUES EVALUATION FORM

THE PURPOSE OF THE STUDY WAS TO DISCOVER IF THE SUPERIOR PERFORMANCE OF STUDENT TEACHERS, WHO HAD SEEN DOCUMENTARY FILMS OF CERTAIN TECHNIQUES OF TEACHING IN THEIR UNDERGRADUATE METHODS COURSES, WOULD CARRY OVER AND COULD BE MEASURED IN THEIR FIRST YEAR OF TEACHING. EXPERIMENTAL METHODS COURSES WERE TAUGHT FOR SECONDARY LEVEL COURSES IN ENGLISH, SOCIAL STUDIES, MATHEMATICS, AND SCIENCE. ONE BASIC AND FIVE SUPPLEMENTARY EVALUATIVE INSTRUMENTS WERE USED. ONLY THE RESULTS FROM THE TEACHING TECHNIQUES EVALUATION FORM AND GRADES BY THE SUPERVISOR SHOWED A STATISTICALLY SIGNIFICANT DIFFERENCE IN FAVOR OF THE DOCUMENTARY FILM TECHNIQUE. WHILE THE UNOBSERVABLE FORMER STUDENTS MIGHT HAVE BIASED THE RESULTS, MAIN SUPPORT FOR FILM USE WAS INDICATED BY THE FAVORABLE OVERALL GRADE FOR THE FILM-VIEWING TEACHERS. (PM)

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Title VII Project Number 868
National Defense Education Act of 1958
Grant Number 7-48-0720-177

The Pennsylvania State University
College of Education
Department of Secondary Education
University Park, Pennsylvania

The Research Reported Herein Was
Supported by a Grant From the

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

September 1, 1963

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CREDITS

Thanks are due to the following individuals and groups for their cooperation in this study:

To the several hundred school administrators who spent their time in supervising the Penn State first-year teachers and who were extremely helpful in working with the field men in completing the evaluative instruments which were used in the study.

To the approximately 200 Penn State first-year teachers who patiently and carefully did their part in answering the questions on the various follow-up forms.

To Mr. Terry Eidell and Mr. Jay Elicker, the field men par excellence who travelled all told more than 25,000 miles to accomplish their mission.

To Mrs. Mabel N. Patrick, research assistant and secretary, who kept the correspondence flowing and the records up-to-date.

Dr. Hugh M. Davison, Research Associate
Dr. Robert B. Patrick, Project Director

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INTRODUCTION

The Purpose:

To discover if first year teachers who observed certain films on techniques of teaching in their undergraduate methods class perform differently in relation to the techniques involved than those teachers who did not observe the films?

The Background of the Problem

The project reported here is the follow-up in actual public school classrooms of those college graduates who were the subjects, as undergraduates, of the research study, "The Measurement of the Effectiveness of the Documentary Sound-Film as a Supplement in the Teaching of Methods to College Students Being Prepared to Teach in the Secondary Schools", Title VII, Project Number 217, National Defense Education Act of 1958, Grant Number 736054.

The parent project, completed September 1, 1962, found that in Methods Classes, "students consider the observation of documentary sound films on methods of teaching to be advantageous when compared to other techniques used in methods courses at The Pennsylvania State University and, to a less extent, that viewing documentary sound films increased the understanding of

the teaching process".[1] In student teaching the parent study reported "viewing films developed for this research did improve the teaching performance of those student teachers who viewed the films as compared to the students who did not have the opportunity to observe the documentary methods films".[2]

As a result of the findings reported for methods classes and for student teaching, the United States Office of Education then accepted the present proposal to attempt to measure the carry-over of the use of techniques viewed in the films of the parent project into actual first year teaching performance. This, then became the subject of the investigation here reported.

Grouping of Classes in the Parent Project

The experimental and control classes in the parent project were grouped as follows:

1. Spring 1961. A general methods course was taught with one experimental section and two control sections. This part of the project is isolated because of the different organization of subject matter and the 16 week semester.
2. Fall 1961, Winter 1962. Special methods classes in English, science, mathematics and social studies were

1. "The Measurement of the Effectiveness of the Documentary Sound-Film as a supplement in the Teaching of Methods to College Students being prepared to Teach in the Secondary Schools," Robert B. Patrick, Project Director, Title VII, Project No.217, National Defense Education Act of 1958, page 53.

2. Ibid, page 69.

taught in terms of 10 weeks,(same number of class hours as in semester but concentrated into 10 weeks).

	Schedule of Classes	
Fall 1961	Control	Experimental
	Social Studies	English
	Mathematics	Science #2
	Science #1	
Winter 1962	English	Social Studies
	Science #2	Mathematics
		Science #1

The same teachers were used in both the fall and winter terms in each subject matter methods class in order that each teacher would teach both a control class and an experimental class.

3. Students in other Methods Classes.

Some students who became members of the student teaching groups at the time of the parent project but who did not take student teaching in any of the classes designated in part #1, or #2 above, were used as an independent control group.

The Setting for the Follow-Up Project

two field men were employed full time, September 1, 1962 to June 1, 1963, to interview school administrators and first year teachers. The field men were Mr. Jay Elicker, who is presently completing his doctor's degree in school administration and Mr. Terry Eidell who is beginning his doctorate work in school administration.

The first task of the field men in preparation for their field work was, in the fall of 1962, to search for all students who had been student teachers in secondary education at The Pennsylvania State University during the 1961-62 academic year and had graduated before September 1, 1962,(see letter in Appendix, pages 2 and 3). There were 404 of them. Following is a breakdown of the results of the search:

Number who completed student teaching and graduated before September 1, 1962		404
Number teaching within 300 miles of University Park		213
Follow-up completed	206	
Follow-up not completed-resigned	2	
Follow-up not completed-school administrators refused to do it	5	
Those teaching beyond 300 miles of University Park		34

Those not teaching on September 1, 1962		157
Military	24	
Graduate Study	31	
Married	10	
Peace Corps	3	
Position outside teaching, not specified	66	
Not located	23	

FOLLOW-UP PROCEDURE

Preparation for Field Visits

During the fall of 1962, a roster was prepared for all Pennsylvania State University first year teachers who were located teaching within 300 miles of University Park, Pennsylvania.

Arrangements were made with the high school administrators involved to visit with them and with the Penn State first year teacher employed in their district (see Appendix, page 4, for letter).

An itinerary was developed and the administrators and teachers were informed of the actual date and time for the proposed first visit (see Appendix, pages 5 and 6, for letter).

A structured interview was prepared by the director of the research and the two field men who would interview high school administrators and first year teachers (see Appendix, pages 9 and 10, for interview guide). This interview was then practiced in a pilot study to insure uniformity of questions and answers in the actual interviews. In addition, the structure of the interview was frequently reviewed with the director during the weekly meetings on Saturday mornings throughout the year.

First Visit December 1, 1962-March 1, 1963

Beginning December 1, 1962 and continuing until late in February 1963, each of the 206 teachers and his administrator was visited by one of the two field men. The field men arranged week-long trips from University Park and each averaged 10 visits per week. At a conference with the supervisor, the purpose of the visit was explained and the active cooperation of the supervisor was solicited. Five persons out of 213 were "too busy" or felt that the proposal was "not important". In two additional schools the teachers resigned between the first and second visit.

The approach of the field men to their request for observation of the teacher was that,"of course all first year teachers are frequently observed by a supervisor , as you observe the first year teacher from Penn State, we hope that you will do two things for us, one, systematize your supervision in order to spend at least one classroom period per week for three months in observation of our first year teacher, and, two, use but do not let the teacher know that you are doing so, our check sheet on techniques".

The field men then presented the "Teaching Techniques Evaluation Form" (see Appendix, pages 11-14) and the "how to Use the Teacher Evaluation Check Sheet" (see Appendix, pages 15-18) as guides for the supervision to follow in evaluating the use of techniques by the teacher observed. These forms were duplicates of the forms used in evaluating these same teachers'

performance of techniques as student teachers in the parent research of which the present project is an outgrowth.

After completing the interview with the supervisor, the first year teacher was interviewed. Each teacher was requested to fill out and return by mail to University Park, "Attitude Supervision Scale" (see Appendix pages 22-24) and a form containing information about his present position for use by the Department of Secondary Education at The Pennsylvania State University in evaluating its undergraduate program of secondary education.

At approximately one month after the first visit by the field men, a letter of thanks for cooperating was sent to each supervisor. The letter also reminded the supervisor of our request for frequent observation of the first year teacher and of our belief in the importance of his part in the project (see Appendix, page 7, for letter).

Second Visit March 1, 1963-June 1, 1963

Approximately three months after the first visit, each supervisor and teacher was revisited by the same field man. These interviews took place between March 1, 1963 and June 1, 1963, (see letter Appendix, page 8).

During the second visit the supervisor was requested to react to the "Teaching Techniques Evaluation Form" and the accompanying form "How to Use the Teacher Evaluation Check Sheet" using also his notes on his observation of the teacher.

The field man checked a new copy of the check form while the supervisor reacted to each item. This procedure was aimed at increasing reliability by eliminating differences in interpretation of terms, time spent on answering the questionnaire, and differences in interpretation of quality in execution of procedures.

In addition the supervisor was requested to check a "The Penn State Graduate in Secondary Education, A Professional Profile" (see Appendix, pages 25-26). The complete profile and Part II, separately, are used in the present investigation. The supervisor was then requested to furnish an evaluation of his first-year teachers' over-all performance in the form of a letter grade, using the same criteria which was used to determine the student teaching grade for this same person.

On the second visit, the first-year teacher was requested to react to four items: (1) for the first time he was shown the "Teaching Techniques Evaluation Form" and was asked to evaluate himself on the items included. Here, too, the field man actually completed the form, checking items as indicated by the teacher. (2) the teacher was requested to fill out the "Penn State Graduate in Secondary Education, A Professional Profile" as a self-evaluation of his quality as a teacher, (3) the teacher was asked to again react to the form "Attitude Supervision Scale" and "Manifest Anxiety Scale" in order to determine any change in his attitude toward supervision as a result of his first year experiences with supervisors. Lastly, the teacher was requested to

estimate the number of times he had been supervised during the three months which had elapsed between the first and second visit of the field man.

Returns

Whenever possible the forms were checked at the time of the visit of the field man to the school. In only two or three cases, where illness of the supervisor or the teacher prevented this being done, was the "Teaching Techniques Evaluation Form" not accomplished at the time of the visit. More often the supervisor or the teacher was unable to complete some of the other forms at the time of the visit. In this case a stamped, self-addressed envelope was left with the supervisor or the teacher to facilitate return. Even with two requests by mail and telephone calls where practicable, one hundred percent return was not obtained.

Of 206 interviews completed, the following number of returns for different instruments were received in usable form:

	Number Received	Percent
Teaching Techniques Evaluation Form		
By Supervisors	201	98
Self-Evaluation by Teachers	200	97
A Professional Profile Form		
By Supervisors	191	93
Self-Evaluation by Teachers	154	75
Attitude Supervision Scale		
By Teachers - Pre	170	83
By Teachers - Post	170	83
Manifest Anxiety Scale		
By Teachers - Pre	162	79
By Teachers - Post	162	79
Questionnaire on Number of Observations by Supervisors	173	84

Procedure for Statistical Analysis

The data were reviewed for the different groups using the "t" test of the difference between means to compare the control and the experimental groups.

Generally the standard deviations indicated that the groups were somewhat homogeneous and therefore subject to the simple analysis of variance using "t".

RESULTS OF FOLLOW-UP

Analysis of Data from Teaching Techniquex Evaluation Form

The form used in this section, "Teaching Techniques Evaluation Form", is the same one which was previously used to evalute the performance of student-teachers on those techniques of teaching which were the subject of documentary films constructed for the parent project. In the parent project, experimental classes used the films as part of their undergraduate methods classes work, control classes used other procedures than films to study the same methods of teaching.

The same interview technique was used in the present follow-up study with supervisors and with first-year teachers, as was used in the parent study with the cooperating teachers of these same persons when they were student teachers.

The scoring of the "Teaching Techniques Evaluation Form" follows: The higher the qulity of the use of the technique by the teacher, the lower the raw score obtained. This raw score was subtracted from 100 which resulted in a score with a positive direction.

A. Supervisors of First Year Teachers indicate that:

1. First year teachers who had a course in General Methods (experimental and Control) produced the following data:

The General Methods experimental group was exposed to documentary teaching films. The supervisors gave this

group higher ratings than those given to the control general methods groups. Mean = 68.833 for the experimental group. The mean of the combined control groups was 64.444. The difference 4.389 was significant at the .06 level, t = 1.561, when the positive hypothesis was considered and the one tailed test of significance used.

2. For the four classes in special methods: English, mathematics, science and social studies, the experimental group was ahead in three of these four, t = .529, .882, -1.071 and 1.380 respectively. When the experimental data for four groups was combined and compared with the control totals, the t for the special methods was .842. The four experimental groups were not significantly superior to their controls when special methods groups were considered alone. However, the results were in the direction favoring experimental methods.
3. In order to study further the experimental effect, all experimental groups and all control groups were combined including the art, business education and miscellaneous groups. This difference 2.348 between means resulted in a t of 1.919 which is significant at the .05 level considering the one tailed test of significance. To explore this further an analysis of variance was made taking out the influence of general,

special and miscellaneous methods. The method type was not significant but the experimental-control treatment resulted in an $F_{1,197}$ of 3.725 which does not quite reach the .05 level for a two tailed test, but it certainly does reach the .05 level for the one tailed test of significance.

B. First-Year Teacher Self-Evaluation of Teaching Techniques Evaluation Form.

As an additional check on the quality of performance that might result from the use of various methods, the teachers in conference with the interviewer completed the same form as used by the supervisor.

1. In the general methods groups, t experimental-control was 3.114 significant at the .01 level, in favor of the experimental group .
2. For the special methods groups, in three of the four comparisons similar to that of the supervisor results, the experimental results were higher. The t's comparing experimental with control for the subject groups were English, .0592, mathematics .732, science -1.151, and social studies 1.972. When all the special methods groups were considered alone the experimental groups were not significantly higher than the control groups.

3. For <u>all experimental groups combined</u> considered against <u>all control groups</u> including art, business education and miscellaneous groups, the resultant t was 2.508. This is significant at the .05 level for a two tailed test and at the .01 level for a one tailed test. This was further checked by an analysis of variance procedure which took into account possible variation caused by the type of methods instruction received (general, special or miscellaneous). This latter did not provide a significant source of variation, $F_{2,196}$ =2.69. The main effect of experimental-control favored the film procedure $F_{1,196}$ =6.58 which almost approaches the tabled value for the .01 level for a two tailed test and certainly satisfied the .01 level for a one tailed test. It is equivalent to a t of 2.566. This verifies the t previously mentioned of 2.508.

Data From Teaching Techniques Evaluation Form As Provided by Supervisors and Teachers in Interview with Field Men

Group		N	Supervisors means	Teachers means
General Methods	-Experimental	18	68.83	69.56
	-Control	27	64.44	65.99
Special Methods	-English -Experimental	11	65.91	66.36
	-English -Control	9	63.89	66.22
	Math. -Experimental	6	69.50	67.67
	Math. -Control	14	66.00	66.23
	Science -Experimental	14	62.50	65.00
	Science -Control	27	64.37	66.70
	Social Studies -Experimental	11	67.91	70.00
	Social Studies -Control	9	63.22	65.78
Total Special Methods	-Experimental	42	65.81	67.05
	-Control	59	64.51	66.38
Others	-Art	21	66.33	62.81
	Business Education	15	66.20	65.93
	Miscellaneous	19	63.26	67.32
Total above	-Experimental	60	66.72	67.80
	-Control	141	64.33	65.85

It seems remarkable that the supervisor and teachers reports went in the same direction with the teachers giving themselves only slightly higher scores.

Other Measures Used

Other Measures as previously reported in the procedure section, were used during the follow-up of first year teachers. The results of these measures are reported here in order to present evidence from a variety of sources on possible outcomes of the experimental-control effect.

The Pennsylvania State University Graduate in Secondary Education-A Professional Profile

This measure developed by the Department of Secondary Education examines the total of a teacher's performance as a person, as a staff member, and with the teaching task at hand. Section two of the Profile evaluates many teaching methods items. Therefore, results are reported for the total form and for section two, independently. The supervisor completed this form and so did the first year teacher.

This form used at the end of a year of experience may not indicate the impact of the college preparation because the local supervisor and the teacher have had an opportunity to work on many of the general points contained in the Profile. (see Appendix for Profile).

Total Profile Scores as Rated by Supervisors and Teachers

	Supervisors			Teachers		
	N	M	SD	N	M	SD
Experimental Groups	56	112.88	19.11	50	117.59	14.46
Control Groups	137	114.13	18.17	109	119.84	17.62
t_{Me-Mc} =		-.450			-.841	
Special Methods-Experimental	35	114.85	15.88	33	116.30	14.38
-Control	55	110.64	18.56	40	118.10	14.67
t_{Me-Mc} =		1.180			t = -.527	
General Methods -Experimental	17	108.29	23.23	17	120.53	14.58
-Control	27	115.37	21.19	24	116.79	24.78
t_{Me-Mc} =		-1.017			t = .606	

The t's comparing experimental and control groups above do not show a significant difference favoring either group. Two of the t's were positive and four were negative, the composite for supervisors -.450 and from teacher results t= -.841 would indicate a favorability which is not significant for the control groups. The teachers who were former students have had the student teaching and the first year experience which might overpower any initial general teaching skills which may have been due to the experimental procedure.

The section two of the Profile which dealt more clearly with general evidence of teaching method had an outcome similar to the total Profile evaluation.

Results of Section II of Professional Profile (PSU)
Dealing with Methods Items as Judged by
Supervisors and Teachers

	Supervisors			Teachers		
	N	M	SD	N	M	SD
Experimental Groups	56	62.13	13.45	50	65.64	9.91
Control Groups	137	64.69	11.77	109	68.80	10.76
t_{Me-Mc} =		-1.422			t = -1.919	
Special Methods-Experimental	39	62.26	11.67	33	64.75	10.31
-Control	55	62.85	12.43	40	68.13	8.83
t_{Me-Mc} =		-.238			t = -1.495	
General Methods-Experimental	17	61.82	15.25	17	67.77	9.15
-Control	27	65.92	12.37	24	66.21	14.46
t_{Me-Mc} =		-.932			t = .421	

Most of the t's calculated above are negative, 5 out of 6. The largest coming from teacher judgement, t=-1.919, is significant at the .05 level for a one tailed test. It is fairly clear (see Professional Profile in Appendix) that this is not measuring the same properties as covered in the Teaching Techniques Evaluation Form that was designed to go with the study of film effect. Probably the Profile contents are more effected by criticism through supervision than the understanding of methods as observed in the films.

Attitude Supervision Scale (ASS)

A measure of teacher attitude toward supervision was devised by Mr. Jay Elicker with the cooperation of the research staff. It was used as both a pre test and a post test to measure the effect of first year teaching on attitudes toward supervision. Indirectly it might show an effect of the experimental procedure used with the teachers when they were undergraduate students.

The Results of the Pre and Post Test in Attitudes Toward Supervision (ASS) for experimental and Control Groups

	Pre			Post		
	N	M	SD	N	M	SD
Experimental Groups	51	51.88	7.57	51	52.37	9.17
Control Groups	119	49.63	10.87	119	50.40	11.58
	t_{Me-Mc} =	1.549		t = 1.188		
Special Methods-Exp.	35	54.11	3.32	35	53.91	6.86
-Control	45	47.96	10.96	45	50.02	12.38
	t_{Me-Mc} =	3.566		t = 1.785		
General Methods-Exp.	16	47.00	11.12	16	49.00	12.17
Control	25	51.88	10.11	25	51.84	7.76
	t_{Me-Mc} =	-1.420		t = -.832		

NOTE: t's were calculated (not shown) between post and pre test data and the changes are not significant.

The overall results on favorability to supervision indicated a direction of higher scores for the experimental group. This is

true for both pre and post test, t = 1.549 and t = 1.188. These t's are not large enough to be significant. In the special methods group the pre test data favors the experimental group t=3.566 at a significant level, p=less than .01. However, the other experimental group (general methods) is in the opposite direction on the pre test. It was interesting that the general methods experimental group made the largest gain pre to post test, but this was not significant. The attitude toward supervision was not a measure considered essentail to the presant study and did not reveal an understanding of the methods illustrated in the special films previously produced.

The Manifest Anxiety Scale(MAS)

This scale was used as both a pre test and post test measure for the first year of teaching. An obvious outcome is that the number of problems were low. Most of the first year teachers had scores below the mean of a generally normal group. This meant that as a whole there were few pressing problems which gave evidence of anxiety. On this measure a low score is considered favorable.

Comparison of Pre and Post Test on
Manifest Anxiety Scale for
Experimental and Control Groups

	Pre Test			Post Test		
	N	M	SD	N	M	SD
Experimental Groups	52	7.41	5.09	52	7.71	4.71
Control Groups	120	7.38	4.67	120	7.72	4.44
	t_{Me-Mc} = .051			t_{Me-Mc} = -.017		
Special Methods-						
Experimental	36	7.47	4.85	36	7.67	4.49
Control	46	8.61	3.98	46	7.78	4.33
	t_{Me-Mc} = -1.175			t_{Me-Mc} = -.146		
General Methods						
Experimental	16	7.19	5.00	16	7.81	5.19
Control	25	6.92	4.58	25	6.56	4.40
	t_{Me-Mc} = +.226			t_{Me-Mc} = +.798		

Test of significance were made to determine if significant improvement was made through reduction of anxiety during the year. There were no significant changes observed.

The total of all experimental and control groups provided insufficient evidence for significance between control and experimental groups

Among the special methods groups there was no significant difference favoring the experimental group on both pre test and post test. The general methods results were favoring the control group but not significantly so.

The above measure was not used in the parent study or planned to meet objectives of the experiment.

The Grades Given First Year Teachers by Their Supervisors

As a measure of teacher performance the rating device usually used with student teachers to secure a final grade, was used by the teachers' supervisors. This provided an additional measure of teacher performance during the first year as a teacher.

The range of grades was from A to D. The highest mean scores were made by the experimental groups,see table on next page. The test of significance by t resulted in all positive t's for the comparison. The clearest example of experimental group performance was the special methods classes. Recall that the special methods classes had four instructors who taught both experimental and control sections. The t of 2.44 is significant at the .05 level favoring the experimental special methods groups. The general methods comparison favored the experimental group but the t value, 1.066 was not significant. The combined experimental groups compared to all the other groups serving as

control had a t value of 1.867 which does not quite reach the .05 level for a two tailed test of significance.

The fact that all the t's were positive would indicate a superiority favoring those teachers (former students) who had the film observation.

Comparison of Grades given by Supervisors to the Teachers toward the end of their first year of employed teaching for Experimental and Control Groups

NOTE: A=10, B=7, C=4, D=1 (grade values)

Groups	N	M	SD	t_{Me-Mc}
General Methods				
Experimental	18	7.222	1.261	1.066
Control	26	6.692	1.771	
difference (M-M)		.530		
Special Methods				
Experimental	40	7.100	1.758	2.441
Control	55	6.182	1.879	
difference (M-M)		.918		
Others	55	6.909	2.596	
Combined Group				
Experimental	58	7.138	1.795	1.867
Control	136	6.574	2.205	
difference (M-M)		.564		

SUMMARY

The purpose of the present study was to discover if the superior performance of student teachers, who had seen documentary films of certain techniques of teaching in their undergraduate methods courses, would carry over and could be measured in their first year of teaching.

One basic instrument and several supplementary measures were used in attempting to discover as complete an answer as possible to the question posed above. The basic evaluative instrument used was "Teaching Techniques Evaluation Form". Because of additional light that they might shed on the problem, several additional instruments were used and the results reported. These additional instruments were: A Professional Profile; Manifest Anxiety Scale; Attitude Supervision Scale; Grade by Supervisor.

Teaching Techniques Evaluation Form

When using the same valuation form,"Teaching Techniques Evaluation Form"(see Appendix page 11), and the same interview procedure in the present follow-up study of the performance of first year teachers that was used in the parent study on the performance of student teachers, on certain techniques of teaching, it was found that:

A. The supervisors of first year teachers indicate that:

1. First year teachers who had observed films on techniques of teaching in General Methods classes as undergraduates did perform, on the techniques which were the subject

of the films, at a statistically significantly higher level than did first year teachers who had not observed the films.

2. First year teachers who had observed the films on techniques of teaching in Special Methods classes did not perform, on the techniques which were the subject of the films, at a statistically higher level than did first year teachers who had not observed the films. The results were in the direction favoring the experimental group.

3. When first year teachers who had observed films on techniques of teaching in all methods classes as undergraduates were compared to all first year teachers who had not observed films in undergraduate methods classes, the first year teachers who saw certain films on techniques, as part of their undergraduate methods class did perform, on the techniques which were the subject of the films, at a higher level that was statistically significant, than first year teachers who had not observed the films.

The extent of the basis for judgement by supervisors of the work of first year teachers is furnished by the contents of an independent check sheet submitted to each first year teacher by a member of the survey team.

First year teachers say that they were observed by their supervisors during the 12 weeks between the first and second visit by a member of the project survey team, in the following amounts:

Range of observations by supervisors - 0 - 25	
Heavy exposure to supervision (7,8,9.....25)	41
Moderate exposure to supervision (3,4,5,6)	62
Light exposure to supervision (0,1,2)	70
Mean	4.36

Although the survey staff recognizes the limitations to the reliability of the data on such a check sheet, they believe that it is an indication of the degree of cooperation of administrators.

When information on the dates for each supervisory visit was requested from each supervisor on an independent check sheet, the returns were so incomplete and scattered that they could not be used as a basis of judgement as to the number of observations completed by each supervisor. It is suggested that the quantity and quality of observation fell equally upon the experimental and the control groups.

A Professional Profile

Recently The Secondary Education Department of The Pennsylvania State University developed a profile of an ideal beginning teacher for the secondary schools (see Appendix, page 25).

This Profile was checked by the supervisors of the first-year teachers involved in this study subsequent to the second visit

by the field representative. Also, the first year teacher checked the Profile as a self-evaluation of his qualities as a teacher.

The values relating to the qualities used as items in the profile were given weights or numbers in order that scores could be obtained. Section II was considered separately because it appeared to represent items most closely dealing with the subject matter in the films. The complete Profile was also used. In both cases an attempt was made to discover if the experimental and control groups made scores which were significantly different.

The results of the Profile used as a measure of teaching performance by the Department of Secondary Education did not clearly indicate a superiority for either the experimental or control group. The nature of the instrument (Profile) was such that it did not measure only the elements developed in the films and its results may have been effected by student teaching, first year teaching experience and supervision.

Attitude Supervision Scale

The measure of attitude towards supervision resulted in scores favoring the experimental groups but not significantly so. Both the pre and post test data had higher means for the experimental groups. This test, however, was not closely related to the original experimental objective of the parent study. First year teachers' attitudes were generally favorable to supervision.

Manifest Anxiety Scale

There is no indication that the viewing of documentary films reduces anxiety. It seems noteworthy too that the scores by all groups, on both pre and post tests, indicate that Penn State graduates in secondary education are in the normal anxiety range.

First Year Grades

The grades given by supervisors to first year teachers were higher for the experimental groups. This indicates the possible effect of the films as a long term influence on overall teaching performance. This measure was taken from one and a half to two years after the completion of the on campus methods course.

GENERAL CONCLUSIONS

First year teachers do carry over into their first year of teaching, techniques which they learned through the observation of documentary sound-films in their undergraduate methods classes to greater amounts than do first year teachers who learned these same techniques by other methods. To discover whether or not this statement is true, was the primary mission of the present study. The same evaluative device as that used in the parent study proved that the teaching techniques were performed at a better level by the experimental groups. This was supported by both supervisors and teachers.

When supervisors and first year teachers each independently evaluated the performance of the teacher on a Professional Profile constructed by The Department of Secondary Education, no statistically significant differences could be discovered between the experimental and the control groups. This Profile did not stress the teaching techniques in the films.

The two measures relating to supervision and anxiety which were administered to all first year teachers, clearly show that Penn State graduates in secondary education do not have anxiety or resistant attitude toward supervision. There was no significant difference for film vs. no-film groups on these two measures.

Conclusions (con't)

When supervisors of first year teachers gave a letter grade to indicate performance of the teacher each supervised, those first year teachers who had seen the documentary sound films were graded higher than those who had not seen the films as part of their methods class work as undergraduates.

There are limitations to this follow-up research in that those not teaching or unobservable former students might have biased the results. However, the field investigators did find good and poor teachers in every group. Therefore, the limitations might be that the significant differences are due to consistent slight differences which because of sufficient sample size were significant. The fact that on three measures there were no significant differences may support the idea of little bias in the study as a whole. The main support for film use was indicated by the success on items very close to the purpose of the films and the favorable over-all grade for film viewing teachers.

APPENDIX

October 15, 1962.

Mr. John Doe,
Superintendent of Schools,
Spring Valley, Pennsylvania.

Dear Mr. Doe:

As part of our Follow-Up Program, we are trying to locate all first year teachers who were graduated from the Department of Secondary Education last year.

Do you now employ one of our last year's graduates? If so will you please give us his or her name, address and teaching assignment.

This request comes because Mr. Amalong is unavailable to help us more exactly.

Very sincerely yours,

Robert B. Patrick,
Professor of Education

Return Postcard
Enclosed

October 15, 1962.

Mrs. John Black,
1422 N. Huntingdon Street,
Philadelphia, Pennsylvania.

Dear Mrs. Black:

As a part of our follow-up program in the School of Education, Department of Secondary Education, we are attempting to locate all of the students who participated in our student teaching program last year.

One of these students, Miss Mary Black, has given her home address as shown above.

Will you please aid us by completing and returning the enclosed postcard?

Thank you for your prompt attention to our request.

Very sincerely yours,

Robert B. Patrick,
Professor of Education

Postcard enclosed

November 1, 1962.

Dear Mr. Jones:

Our records indicate that one of our recent graduates in secondary education, is teaching in your district. As part of our follow-up program, may we visit your school to talk with our graduate and the supervisor of classroom instruction?

If our request is acceptable to you, we will then suggest a mutually agreeable date for our visit.

Will you please fill out the enclosed card and return it to me? Thank you.

Very sincerely yours,

Robert B. Patrick,
Professor of Education

Postcard enclosed

November 14, 1962

Mr. John Doe,
Superintendent of Schools,
Spring Valley, Pennsylvania.

Dear Mr. Doe:

Thank you for allowing me to come to visit you and Mr. Henry Smith, a recent Penn State graduate.

I plan to be in Spring Valley at 11 A.M. on the morning of December 3, 1962.

As a part of the Department of Secondary Education Follow-Up Program may I please talk briefly with you and with the person who is responsible for supervising the teaching of Mr. Smith? If possible I would like to spend a few minutes in conference with Mr. Smith.

This phase of the Follow-Up Program has been assigned to me by Dr. Robert B. Patrick, Professor of Education, who is in charge of the entire project.

Sincerely yours,

Jay G. Elicker
Field Representative

November 14, 1962.

Mr. Henry Smith,
Spring Valley High School,
Spring Valley, Pennsylvania.

Dear Mr. Smith:

I plan to be in Spring Valley at 11 A.M. on the morning of December 3, 1962, and will stop to talk with you for a few minutes if your principal can release you for a short time.

This visit is a part of the regular follow-up program of all of our recent graduates. We are interested in your reactions to your undergraduate preparation at Penn State.

Sincerely yours,

Jay G. Elicker,
Field Representative

cc Mr. Doe

Mr. Frank Black, Head, English Department,
Spring Valley High School,
Spring Valley, Pennsylvania.

Dear Mr. Black:

Thank you for helping us in the follow-up of our first year teacher who is employed in your school.

Your observation of how well our recent graduate performs the techniques indicated on the check sheet recently left with you, will be of great help to us in evaluating our undergraduate preparation of secondary school teachers.

Do not bother to fill out the check sheet. Just use it as a reminder of the techniques in which we are interested. When our field representative returns to visit you, he will bring a check sheet to fill out with your help.

In the near future we would like to call on you again and will write to request an appointment to speak with you and with the first year teacher.

Thank you for the courtesy extended to our field representative.

Very sincerely yours,

Robert B. Patrick,
Professor of Education

February 25, 1963.

Mr. Frank Black, Head, English Department,
Spring Valley High School,
Spring Valley, Pennsylvania.

Dear Mr. Black:

As previously planned, I should like to return to interview you concerning your observation of our first year teacher, Mr. Henry Smith. I hope you can plan to spend approximately a half hour with me on the afternoon of Tuesday, March 12, 1963.

After our talk I should like to spend a period with Mr. Smith, in order to discuss with him the strengths and weaknesses of his undergraduate preparation at Penn State.

We appreciate your willingness to cooperate with us in this important study of our secondary education undergraduate program.

Sincerely yours,

Jay G. Elicker,
Field Representative

cc Mr. Smith

FOLLOW-UP PROCEDURE

1. Introduce yourself

2. I have been charged with the actual field-work in the Penn State Follow-Up Project for first year teachers in our Secondary Education Program for preparing teachers.

3. We are interested in two things primarily:
   a. What the supervisor of the new teacher thinks of their preparation in certain basic techniques of teaching which we have attempted to teach them.
   b. The teacher's own opinion of his undergraduate preparation at The Pennsylvania State University.
   c. In addition, we are interested in some data about their first job such as size of school and classes they teach.

4. We realize that someone in your organization is responsible for observing these inexperienced teachers, and that you will observe them as often as possible. During his regular observation, we hope that person will be willing to look for certain techniques which we think are important, and give us an evaluation (without the teacher's knowledge that it is being done) of how well our young teacher performs these specific techniques.

5. Here is a list of the techniques and explanations of what we at Penn State meant when we used the terms. (Hand him a copy of "How to Use the Teacher Evaluation Check Sheet)
   If the observer will read over these terms and after each observation make some notes concerning the presence or absence of them in the lesson observed, using this check sheet (hand him a copy of "Teaching Techniques Evaluation Form") to preserve his notes; it will help us at Penn State to evaluate our present program of teacher education and to find the weak points so that we can concentrate upon them and improve our program. Will it be possible to observe our first year teacher, Mr. Smith, approximately one period a week until we return in about three months?

FOLLOW-UP PROCEDURE(con't)

6. When we return, we would like to sit down with the supervisor and fill out with his help, a copy of this check sheet. This will take approximately thirty minutes.

7. At our second visit we would like also to fill out with the teacher a copy of the check sheet as a self-evaluation of his undergraduate preparation. Then, after nearly a year of work, he should also be able to give us his opinion of his undergraduate preparation at Penn State. This will take approximately thirty minutes.

8. We have here some material which we would like the young teacher to fill-out tonight and send us in the morning (show him copies of Follow-Up Form, Attitude Supervision Scale, Manifest Anxiety Scale). We hope to merely say "hello" to the teacher, give him this material and be on our way.

9. We believe that such a periodic evaluation of our products by both the persons prepared and the persons who use our product, should lead to better prepared teachers for the public schools. We are grateful for your help in this project.

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION, DEPARTMENT OF SECONDARY EDUCATION

TEACHING TECHNIQUES EVALUATION FORM

To the Evaluator: We believe that techniques of teaching are important and we believe that they can be measured. This instrument is an attempt to measure the quality and the quantity of some important techniques which the teacher may or may not have been taught.

It is obvious that to evaluate how well and how often specific techniques have been used, the evaluator must frequently observe the person evaluated.

It is hoped that the evaluations will be objective, frequent and based upon the specific technique under consideration and not on the extent to which the teacher conforms to the philosophy and expectations of the evaluator.

Name of Observer_____

Name of Teacher Observed_____

Subject Taught_____

Review description of teaching techniques whenever you feel the need.

I. Teaching Technique
This column lists in outline form the major teaching techniques and their characteristic parts. The over-all technique will be judged for quality of student performance. With the ranking system provided indicate your overall impression of the quality of each technique. Then indicate frequenty of use of sub-items under Column II, and their quality under Col.III.

II. Frequency of Use
The term commonly means that it is generally used then the technique is employed. Sometimes means that the item is occasionally used when the technique is employed. Never means not used or not observed in this technique.

C-commonly
S-sometimes
N-never

III. Quality of Use
If the technique is used extremely well, mark the item 1. If it is better than the average, use a score of 2. Average practice score 3, below average score 4. Score 5 if there is doubt that any pupil benefit was derived.

Teaching Techniques Evaluation Form (con't)

I. Teaching Technique	Frequency of Use C S N	Quality 1,2,3,4,5
1. Diagnosis of Achievement		
teacher observes pupils working at chalkboard or desk		
uses teacher-made tests for diagnosis		
uses standardized tests		
notes and uses norms for discovering individual differences		
plans for differentiated techniques in relationship to differences discovered		
2. Teaching fundamentals in context		
has periodic criticism of student work		
has class practice on errors discovered in student work		
subject materials used for class exercises and drill are of intrincis value		
3. Uses the steps in teaching a concept		
referent		
symbol		
generalization		
contrast		
summarize		
use		
4. Teaching a mental skill		
develops meaningfulness		
teacher demonstrates		
pupils practice		
isolates difficulties		
integrates parts		
meaningful drill		
5. Teaching by Inductive-Deductive Method		
Inductive Process		
a. observation		
b. Organization		
c. statement		
Deductive Process		

Teaching Techniques Evaluation Form (con't)

I. Teaching Technique	Frequency of Use C s N	Quality 1,2,3,4,5
6. Problem Solving Method		
develops concern		
makes definition		
organizes material		
makes hypotheses		
evaluates		
7. Uses the Unit Method		
exploration		
motivation		
overview		
organization		
preparation		
presentation		
action		
evaluation		
8. Teaches for Creativity		
PERMISSIVE ATTITUDE TO VARY FROM ROUTINE		
encourages pupils to try new ideas		
evokes self criticism		
directs stimulation to create		
provides time to create		
praises pupils' creations		
teacher is creative in		
a. methods		
b. subject matter of course		
9. Management of Review Lesson		
relationship of topic		
pupil participation		
adequacy of illustrations or examples by pupils		
10. Teaches current events		
auxiliary instruction		
reinforcing purpose		
new or renewed interest		

I. Teaching Technique

Frequency of Use C S N | Quality 1,2,3,4,5

11. Uses of Audio-Visual Aids

bulletin board
chalkboard
movies, slides, opaque projector
maps, charts, graphs
other aids
class is prepared for A-V
A-V is integrated into classwork

12. Pupils take responsibility for finding and preparing materials, organizing reports, leading discussions, serving as critics

13. Teacher for Transfer

within the subject
from one subject to another
from subject matter to current situations

14. Does the teacher use the words which are the subject matter of the items of this check sheet:
  a. when discussing teaching problems
  b. in his lesson plans

In order to get a complete picture of the techniques used by the teacher being evaluated by this instrument, other techniques listed below, in quality and quantity as indicated, have been observed by me during my visitations.

_____

_____

_____

_____
signature

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION, DEPARTMENT OF SECONDARY EDUCATION

How to Use the Teacher Evaluation Check Sheet
1962-1963

Introduction: We believe that techniques of teaching are important and we believe they can be measured. The following is an outline of a good way to develop certain techniques of teaching. It is presented here in order that evaluations of all teachers will have a common base. It is expected that teachers will familiarize themselves with the definitions listed. These definitions with the related check sheet will be used as one means of evaluating teacher performance.

It is obvious that to evaluate how well and how often specific techniques have been used, the evaluator must frequently observe the person evaluated.

It is hoped that the valuations will be objective, frequent, and based upon the specific technique under consideration and not on the extent to which the teacher conforms to the general ideas of the evaluator.

TEACHING TECHNIQUES AND THEIR JUDGEMENT BASES:

Diagnosis of Achievement: Through informal test; by chalk board or seat work observations; or by standardized test; the teacher learns the degree of accomplishment of the individual class members and indicates the next step for each of them. Uses diagnosis as a basis for different assignments. Example: rules of grammar, use of decimals, historical sequence, chemical equations, depth of reading. We must know where the pupil is in order to teach him.

Learning Fundamentals in Context: The pupil should make corrections in the circumstances where errors are made. It is best to use errors in pupils' work as a basis for improved grammar and spelling. It is good to review English in typing. It is good to review mathematics in science. It is good to review many skill areas in the activity of social studies. Learning is far more effective if it takes place in the context of use and not in isolation--either of time or place.

Teaching a Concept: In teaching, education takes place when new ideas, or modification of old ones are learned. Steps in the teaching of a concept are: (1) Referent, establishes a basic referent through recall of previous experiences. (2) Symbol. identify correct word symbols. (3) Generalization, develop multiple illustrations for generalization. (4) Contrast, develop contrasting illustrations for discrimination. (5) Summarize, derive an organized, summarizing statement. (6) Use, provide opportunity for use of concept. This step procedure can be used in any subject area. Some concepts: Jacksonian Democracy, Pi as a function of a circle, Boyles Law, Neatness in typing, change of chemical state.

Teaching a Mental Skill: Much of a teacher's work involves instruction in a new mental skill. Examples: solving simultaneous equations, spelling, reading a slide rule, punctuation, writing a speech or acquiring new vocabulary in any area. The steps in teaching a mental skill are: (1) meaningfulness, develop meaning and understanding in the material to be learned. (2) demonstration, demonstrate the correct procedure. (3) practice, have pupils practice the complete skill. (4) isolate, isolate the difficult parts and practice intensively. (5) integrate, integrate these parts into the complete procedure, (6) drill, or work in context.

Teaching by the Inductive-Deductive Methods: The discovery of the principle or the application of principle from many specific facts or observations, the method may be used in many subject areas.

The Inductive Process has three steps (1) observation, pupils are led through a series of observations of specific facts. (2) organization, pupils organize the data or evidence in written form. (3) statement, the verbal statements of the princile are derived.

The Deductive Process starts with a principle taken from a text or authority and the pupils apply this in their work.

Problem Solving as a Teaching Method: This ability, problem solving, needed in the world at large, can be used as a teaching method. To teach by it there are five steps. (1) Concern, lead pupils to develop a concern about an important problem, (2) definition, define the problem. (3) organization, organize the material. (4) hypotheses, formulate tentative hypotheses. (5) evaluate, evaluate hypotheses through trial, analysis and logic.

The Unit Method: This method of teaching has gone through many phases. One famous one was that developed by Morrison. A later operational unit has been described by P$_a$trick. The unit method applies to larger concepts or inclusive concepts drawing on a considerable body of knowledge. The unit brings the facts together and encourages understanding because of the activity and analysis present. The steps in teaching the Patrick Unit Method are: (1) Exploration, with pupil-teacher participation topics for study are reviewed. (2) Motivation, the topic most central to pupil interest or need is seledted. (3) Overview, the class makes a general study of topic selected to see where special interests of areas of study might be located and to decide upon the general extent of the unit. (4) Organization, the class organizes in committees or assignments to start work on topic selected, and develops a general outline of the subject to be covered. (5) Preparation, through reading, assignments, library, outside resources, the pupils prepare themselves in area of responsibility. (6) Presentation, include oral, visual and written reports to the group so that all may learn from special preparation by individuals or groups. (7) Action, as the result of the study some group action is taken; conference, letters, exhibit, file, people involved. (8) Evaluation, at the conclusion there should be a review to see what was accomplished. This may be written, oral or in test form. It may start a new unit by disclosing weaknesses or areas important but neglected.

Teaching for Creativity: One of the joys of teaching is to so teach that pupils will be constructively creative in their work. Teachers who can do this frequently have : (1) Good rapport with pupils. This is a combination of respect and good communication. (2) The ability to motivate by use of ideas, imagination or stimulation of voice and picture or presentation. (3) The sense of criticism or self-criticism which will evoke but not inhibit creative activity. (4) Provide time for creative activity.

The Management of a Review Lesson: A review, it should be another view of the work to be covered. All teachers need to have reviews to firmly fix or organist the outcome of previous class work, Important to review are (1) the relationships of topics reviewed to original objectives, (2) the pupil participation indicating knowledge functionally learned, (3) the adequacy of illustrations or examples from the m$_a$terial previously covered. Remember that it is the pupils who need the review, not the teacher.

Teaching Current Events: In science as well as social studies there are current events. These provide opportunity for identification with topics of class study and auxiliary instruction in vocabulary. The student presentation of current events reinforces concepts of class activity and creates possibility for revived or new interest in subject of class.

Audio-Visual Aids include: the uses of chalk boards, bulletin boards by pupils or teacher, pupil-made pictures and graphs; film strips, still pictures, motion pictures with and without sound, posters, charts, audio tapes and records. The teacher prepares the pupils for the audio-visual and the teacher uses it efficiently, he spends appropriate time in its use, he reviews the contents of the aid at the appropriate time.

Pupils are Involved in the Learning: actively. They learn to do by doing. The teacher uses lecture and other teacher-dominated class procedures to a minimum. Much of the teacher's time is spent in directing the learning of individuals and small groups within the class.

Teaches for Transfer: The ability to utilize in new situations what is previously learned. The teacher makes sure that the pupils understand what has been taught; that they generalize the understanding; that they deliberately apply their learning to solving practical problems in new situations.

THE PENNSYLVANIA STATE UNIVERSITY
172 Chambers Building
University Park, Pennsylvania

Dear Fellow Teacher:

As part of our follow-up study of recent graduates in Secondary Education, we are interested in some of your attitudes and feelings concerning your teaching experience. You will not be identified with any of the attitudes that you might indicate in the following pages so that you may feel free to give your honest opinions. It is not necessary for you to sign any of the enclosed instruments.

Very sincerely yours,

Robert B. Patrick,
Professor of Education

ATTITUDE SUPERVISION SCALE

Please indicate your degree of agreement or disagreement with the following statements by placing an "x" along the scaled line. (SA: strongly agree) (A: agree) (U: undicided) (D: disagree) (SD: strongly disagree).

1. Supervisors have more time for relaxation than the teachers they supervise.
   SA A U D SD

2. Supervisors tend to rate teachers rather than aid teachers.
   SA A U D SD

3. Frequent supervisory classroom visitations hinder the teachers in the classroom. SA A U D SD

4. Supervisors are more interested in administrative problems than they are in the classroom teachers performance.
   SA A U D SD

5. Teachers work harder than supervisors. SA A U D SD

ATTITUDE SUPERVISION SCALE (con't)

6. Supervisors should be experts in the subject matter fields of the teachers that they are observing. SA A U D SD

7. Since becoming a teacher, my supervisors have done little to help me become a better teacher. SA A U D SD

8. Classroom visitations by supervisors disrupt the normal classroom procedures. SA A U D SD

9. Supervisors should never visit classrooms unless they have been invited by the teacher. SA A U D SD

10. Supervisors are primarily inspectors for the administration. SA A U D SD

11. Supervisors have little interest in the needs of youth. SA A U D SD

12. Supervisors tend to find fault with teachers. SA A U D SD

13. Supervisors are unsympathetic to the teacher's classroom discipline problems. SA A U D SD

14. Supervisors provide little inspirtation for teachers to become more proficient. SA A U D SD

15. Supervisors are poorly acquainted with the problems of the classroom teacher and thus are not in a good position to aid in the solution of these problems. SA A U D SD

16. Supervisors are seldom available for consultation with teachers. SA A U D SD

ATTITUDE SUPERVISION SCALE (con't)

17. Supervisors are more interested in the physical conditions of the classroom (temperature, lighting, seating arrangement, bulletin boards) than they are in the teaching techniques or methods of the individual teachers.
SA A U D SD

18. Supervisors are poorly qualified to rate a teacher's classroom performance. SA A U D SD

19. Supervisors seldom offer concrete suggestions for teacher improvement. SA A U D SD

20. Supervisors tend to appear superior to the classroom teacher.
SA A U D SD

MANIFEST ANXIETY SCALE

Please indicate whether you feel that the following statements are true or false. I remind you that the responses that you give will not be associated with you as an individual. We hope that you will respond with a free and open mind.

1. I do not tire quickly. (___)
2. I am troubled by attacks of nausea. (___)
3. I believe that I am no more nervous than others. (___)
4. I have very few headaches. (___)
5. I work under a great deal of tension. (___)
6. I cannot keep my mind on one thing. (___)
7. I worry over money and business. (___)
8. I frequently notice my hand shakes when I try to do something. (___)
9. I blush no more often than others. (___)
10. I have diarrhea once a month or more. (___)
11. I worry quite a bit over possible misfortunes. (___)
12. I practically never blush. (___)
13. I am often afraid that I am going to blush. (___)
14. I have nightmares every few nights. (___)
15. My hands and feet are usually warm enough. (___)
16. I sweat very easily even on cool days. (___)
17. Sometimes when embarrassed, I break out in a sweat which annoys me greatly. (___)
18. I hardly ever notice my heart pounding and I am seldom short of breath. (___)
19. I feel hungry almost all the time. (___)
20. I am very seldom troubled by constipation. (___)

Manifest Anxiety Scale (con't)

21. I have a great deal of stomach tmuble. (___)
22. I have had periods in which I lost sleep over worry.(___)
23. My sleep is fitful and disturbed. (___)
24. I dream frequently about things that are best kept to myself. (___)
25. I am easily embarrassed. (___)
26. I am more sensitive than most other people. (___)
27. I frequently find myself worrying about something . (___)
28. I wish I could be as happy as others seem to be. (___)
29. I am usually calm and not easily upset. (___)
30. I cry easily. (___)
31. I feel anxiety about something or someone almost all the time. (___)
32. I am happy most of the time. (___)
33. It makes me nervous to have to wait. (___)
34. I have periods of such great restlessness that I cannot sit long in a chair. (___)
35. Sometimes I become so excited that I find it hard to get to sleep. (___)
36. I have sometimes felt that difficulties were piling up so high that I could not overcome them. (___)
37. I must admit that I have at times been worried beyond reason o over something that really did not matter. (___)
38. I have very few fears compared to my friends. (___)
39. I have been afraid of things or people that I know could not hurt me. (___)

Manifest Anxiety Scale (con't)

40. I certainly feel useless at times. (____)
41. I find it hard to keep my mind on a task or job. (____)
42. I am usually self-conscious. (____)
43. I am inclined to take things hard. (____)
44. I am a high strung person. (____)
45. Life is a strain for me much of the time. (____)
46. At times I think I am no good at all (____)
47. I am certainly lacking in self confidence. (____)
48. I sometimes feel that I am about to go to pieces. (____)
49. I shrink from facing a crisis or difficulty. (____)
50. I am entirely self-confident. (____)

THE PENN STATE GRADUATE
IN SECONDARY EDUCATION
A PROFESSIONAL PROFILE

Directions

1. The Professional Profile is printed on the reverse side of this page.
2. The rater should place a check mark in the appropriate column to the right of the rated item.
3. The scale is: 1=excellent; 2=good; 3=average; 4=fair; 5= poor.
4. A. FOR THE SUPERVISOR:
   Write elaborating comments below. Please indicate what you deem to be: (1) the teacher's chief assets and strengths, (2) the improvements which he or she needs to make to become a better teacher.
4. B. FOR THE TEACHER
   Please indicate below the strengths and improvements needed in your undergraduate program - General Education, major teaching field, professional preparation.

Strengths

Improvement Needed:

PROFESSIONAL PROFILE	1,2,3,4,5
I. A Broadly Educated and Cultured Individual:	
1. Has a good understanding of his physical environment	
2. Knows and appreciates his cultural heritage	
3. Will continue his general education	
4. Can communicate well with others	
5. Is emotionally stable	
6. Is skillful in human relations	
7. Is intellectually and professionally curious	
8. Is eager to work beyond expected requirements	
9. Is sympathetic and understanding of others	

A Professional Profile(con't) 1,2,3,4,5

II. An Adequately specialized and professionally competent teacher:

1. Knows his subject matter _____
2. Seriously attempts to keep up-to-date in his subject matter field _____
3. Knows and uses various techniques of teaching which peculiarly fit his subject matter _____
   fit the psychological principles of learning _____
   fit his particular pupils _____
4. Evaluates pupil learning in the light of the objectives _____
5. Diagnoses learning problems and prescribes appropriate learning activities _____
6. Helps pupils to think independently and critically _____
7. Helps pupils to be creative _____
8. Uses a wide variety of learning experiences _____
9. Plans cooperatively with his pupils _____
10. Uses the principles of adolescent growth and development in learning situations _____
11. Manages the classroom for maximum learning _____
12. Participates effectively in the pupil and teacher activities of the school _____
13. Widely and wisely uses teaching aids _____
14. Is technically proficient in construction and using teacher made evaluative instruments _____
15. Understands the strengths and limitations of standardized evaluative instruments _____
16. Aids pupils to understand and appreciate the cultural heritage _____

III. A Worker on a Professional Level

1. With his fellow teacher and administrators _____
2. In his professional organizations _____
3. For his personal improvement _____
4. In his understanding of strengths and weaknesses in public education _____

_____

Scale: 1=excellent; 2=good; 3=average; 4=fair; 5= poor.

This form filled out by Supervisor _____

Teacher _____